Meriden Educator Evaluation and Development Plan

Meriden, Connecticut

Approved by the
Meriden Board of Education
Revised June 22, 2024

Vision

All Meriden educators and leaders have the opportunity for continuous learning and feedback to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose and Rationale of the Plan

Meriden Public Schools is dedicated to providing students with a high quality education that prepares them for college and career. In achieving this goal, educators are focused on student learning outcomes. The Meriden Educator Evaluation and Development Plan provides faculty and administrators with opportunities for reflection, growth, and dialogue focused on supporting our learners. Additionally, we recognize that educators are lifelong learners who seek recognition for their accomplishments.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example, for leaders: assistant superintendents, director of pupil services, various leaders in the central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).*
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, and steps).
- **Focus on things that matter** (identify high-leverage goal focus areas).
- **Connect to best practices** aimed at the development of the whole child (including, but not limited to academic, social, emotional, and physical development).
- **Focus on educator growth and agency (**meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their practice in a meaningful and impactful way).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning, leading to high-quality professional practice and improved education, growth, and student achievement.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as a support for self-evaluation, dialogue, and feedback, it is recommended that a single-point rubric is used to provide a focus for high-leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022 serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the desired learning transformation. The professional standards for educators, leaders, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
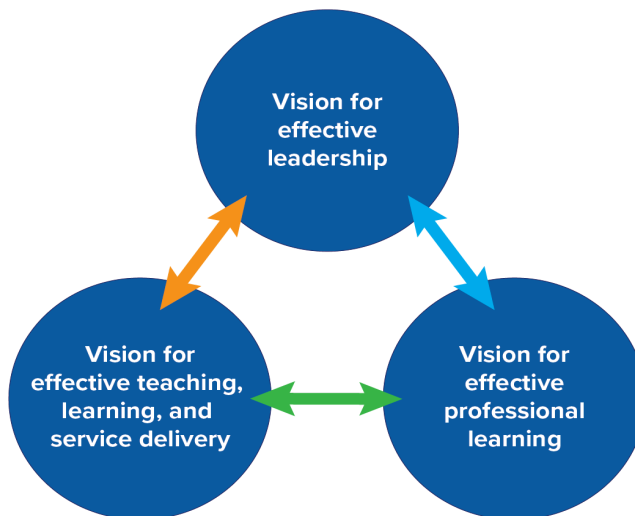

The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/

Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The continuous learning process aims to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue, feedback, and the chance to reflect on and advance practice drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, sharing evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is essential; however, it is recommended that a balance of written and verbal feedback is provided between check-ins based on observations and reviews of practice as required by the district plan.

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.
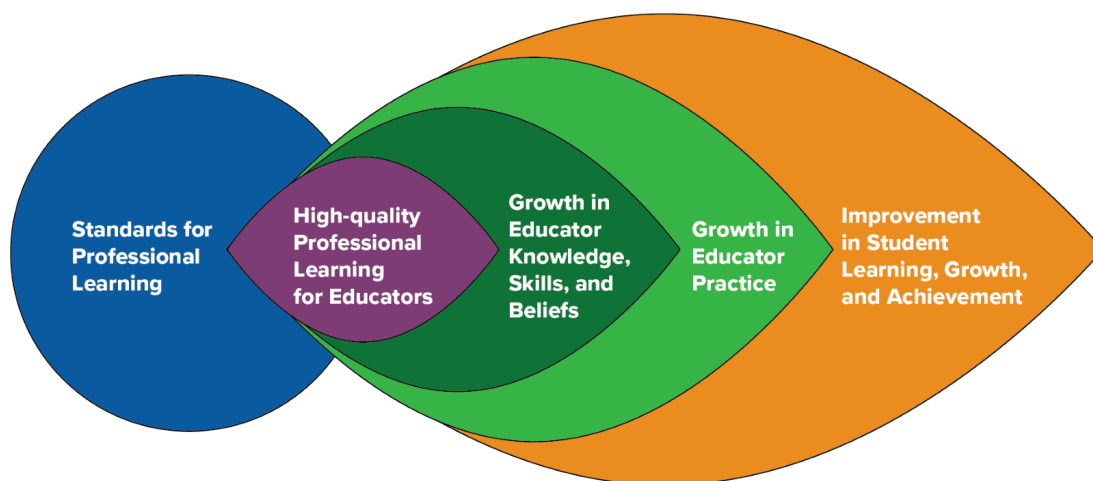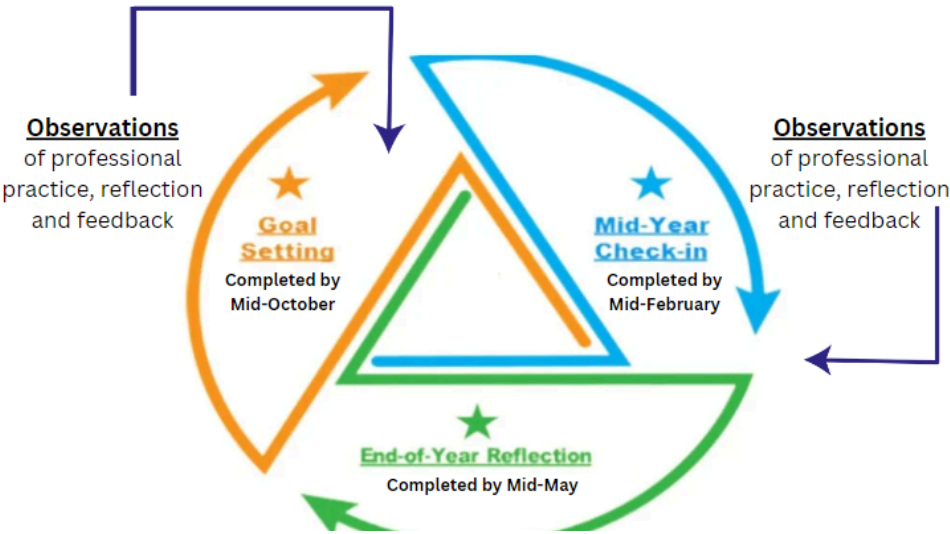
Below is a graphic with the associated steps, reflections, and linked resources related to each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process

Completed prior to the start of the Continuous Learning Process

Evaluation Orientation

Goal Setting	Mid-year Check-in	End-of-Year Reflection
Completed by Mid-October	Completed by Mid-February	Completed by Mid May
Beginning of the Year Goal(s) and Planning •Self reflect •Review evidence	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** ● Review and discuss currently collected evidence toward goal(s) and practice. ● Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement.	**End-of-Year Reflection and Feedback Process** ● Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement

Goal(s), Rationale, Alignment, and Professional Learning Plan	Mid-Year Conference (completed by the end of February)	End-of-Year Conference (by last day of school)
•Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference ● Mutually agree on a one-year goal (goals may be extended in years 2 and 3 if appropriate) ● Determine if individual or group goal(s) ● Mutually agree on professional learning needs and support	● Discuss evidence, reflection, and feedback from the evaluator ● Adjust and revise as needed	Summative Feedback and Growth Criteria ● Evaluator provides written summative feedback and guides the next steps ● Annual Summary sign-off ● Determine if extension of present goal(s) is appropriate

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include the following:

- High-leverage goal-setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

As required by C.G.S. 10-151b, annual training for evaluators will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by mid-October)

The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth development, and achievement. The educator and evaluator come to a mutual agreement on high-leverage professional practice for a one-year goal with the opportunity to extend to years 2 and 3 when appropriate, multiple measures of evidence (at least two measures),

professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix K).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by mid-February):

The midyear check-in consists of a reciprocal dialogue between the educator and evaluator and includes an educator's self-reflection on their progress toward their goal(s) so far. The reflection shall consist of an analysis of the impact of their learning on their practice, student learning, growth and achievement, and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth development, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the CCT Rubric (with flexibility to focus on a single point within)
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. At this point, revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by Mid May/Summative review by last day of school)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s), professional learning as it relates to the educator's professional growth and professional practice, and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal-setting revisions or new goals.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high-leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to support, and collect evidence of educator performance and practice toward the goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (see appendix J).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) focuses on strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward a goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1	**Cohort 2**
Who:	**Who:**
- New to Profession (first four years)	- Educators who have successfully completed Cohort 1 in their current LEA
- New to LEA (first two years)	
What:	**What:**
- Two observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings - One observation of professional practice (minimum 20 minutes)	-Two observations of Professional Practice (minimum 20 minutes (informal or ROP))
- Verbal and written feedback within five school days	- Verbal and written feedback within five school days
-Additional observations as deemed necessary	-Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection is supported by evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement is supported by evidence.
- Next steps. (See Appendix K)

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. If applicable, the Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a mutual agreement-based goal-setting process.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observing specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. (recommended six weeks, may vary)

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns, developed in collaboration with the educator, and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. (recommended six-week duration, may vary)

Corrective Support Plan (6 weeks)

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support

Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. The Corrective Support Plan is separate from the normal educator growth model and must contain the following:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- well-defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

See Appendix P for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

I. Purpose

The purpose of this dispute resolution procedure shall be to find equitable solutions to disagreements between an evaluator and an evaluatee with regard to mutually agreed upon objective(s), the evaluation period, feedback, or the professional development plan.

Regardless of the level of dispute resolution, the educator has the right to submit a written rebuttal will be placed in the permanent file.

The educator shall be entitled to union representation at all levels of this process.

II. Time Limits

1. Since it is important that the dispute resolution be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum.

2. Days shall mean school days. Both parties may agree, however, to meet during the summer break at mutually agreeable dates.

3. If an educator or an evaluator does not initiate the dispute resolution process within five (5) days of the objective-setting conference, both will have waived the right to a dispute resolution.

4. Failure at any step of the dispute resolution to proceed to the next step of the dispute resolution process within the specified time shall be deemed to be acceptance of the decision rendered at that step.

III. Steps

1. To initiate the dispute resolution process, the evaluator or evaluator will file the Dispute Resolution/Appeal form within five (5) days of the objective-setting conference.

2. Within three (3) days of the initiation of the dispute resolution, the evaluatee and evaluator will meet and discuss the matter with the goal of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

3. If there has been no resolution at this point, within three (3) school days of the informal meeting, each party will appoint one member from the Meriden Professional Development and Evaluation Committee to a Dispute Resolution Committee. The third person to the Dispute Resolution Committee will be the Assistant Superintendent. The Committee will have access to the evaluatee, the evaluator, and all pertinent documents.

4. The Dispute Resolution Committee will meet within five (5) school days of appointment.

5. Within three (3) school days, the Dispute Resolution Committee will render a decision.

6. Should the Dispute Resolution Committee fail to render a decision, the Superintendent may make a determination regarding the issue.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educators	Leaders
- Attendance counselor - Paraeducator (required) - Behavior technician - Parent and family liaison - Social-emotional support staff	- Classroom teacher - CTE teacher - Library media specialist - Reading interventionist - Instructional coach - Special education teacher - Social worker - School psychologist - Speech pathologist	- Principal - Assistant Principal - TESOL supervisor - Special education supervisor - Assistant Superintendent - Curriculum Coordinator - Talent development supervisor

The duties of PDECs shall include, but are not limited to:

- Participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to a mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. The status of teacher evaluations to the local or regional board of education on or before June 1 of each year and
2. The status of the teacher evaluation and support program implementation, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education below the rank of superintendent who holds a certificate or permit issued by the State Board of Education.

Complementary Evaluators

The use of complementary evaluators is intended to enhance the professional learning opportunities presented in collaborative meeting times. It also intends to maintain a reasonable number of educators for each evaluator. However, the Meriden Board of Education expects teachers with a complementary evaluator to be supported and evaluated by their assigned administrator. A complementary evaluator's primary purpose is to support the goal setting, professional development, and evaluation of the educators in the Meriden Public Schools. Primary evaluators must serve as the summative evaluator, participate in goal setting and end-of-the-year meetings, and approve any end-of-the-year ratings shared by complementary evaluators. Each educator must be assigned an administrator evaluator serving with a 092 certification; however, an educator can also have a complementary evaluator with or without a 092 endorsement. If there are concerns with the performance of an educator, the primary evaluator must assist or assume the evaluation procedures for the teacher. The primary evaluator must conduct all meetings and observations for teachers in years 1 and 2 of the evaluation plan. In cases where a potential intervention plan is initiated, or a non-renewal is being considered, the building principal and/or district supervisor must assume responsibility for the evaluation process.

Guidelines for Summative and Complementary Evaluators

Regarding Goal-Setting, Mid-Year, and End of Year (EOY) Meetings

- Elementary School Administrator-Required to be present and facilitate all three meetings for evaluatees
- Middle School Administrator-Required to be present and facilitate two of the three, including the EOY meeting
- High School Administrator-Required to be present and facilitate two of the three, including the EOY meeting
- District Supervisors-Required to be present and facilitate all three meetings

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for the effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN, along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the successes and challenges you may have encountered last year or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate, and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, and others? How frequently?
- How might you apply what you have learned to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- How many different situations should we examine data/evidence from?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning would benefit your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, and practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single-sentence conclusion that represents your learning?
- Under what circumstances might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?

- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once the learning has been implemented: What effect did the learning have on practice students?

Reflect on the Feedback Process
- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner, and how did it help?

Appendix J: Definition of Cohorts – Educator

Definition of Cohorts

Cohort 1

Who:
- New to profession (first four years)
- New to LEA (first two years)

What:
- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
  - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2

Who:
- Educators who have successfully completed Cohort 1 in their current LEA

What:
- Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
  - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Appendix K: Growth Criteria and Sources of Evidence – Educator
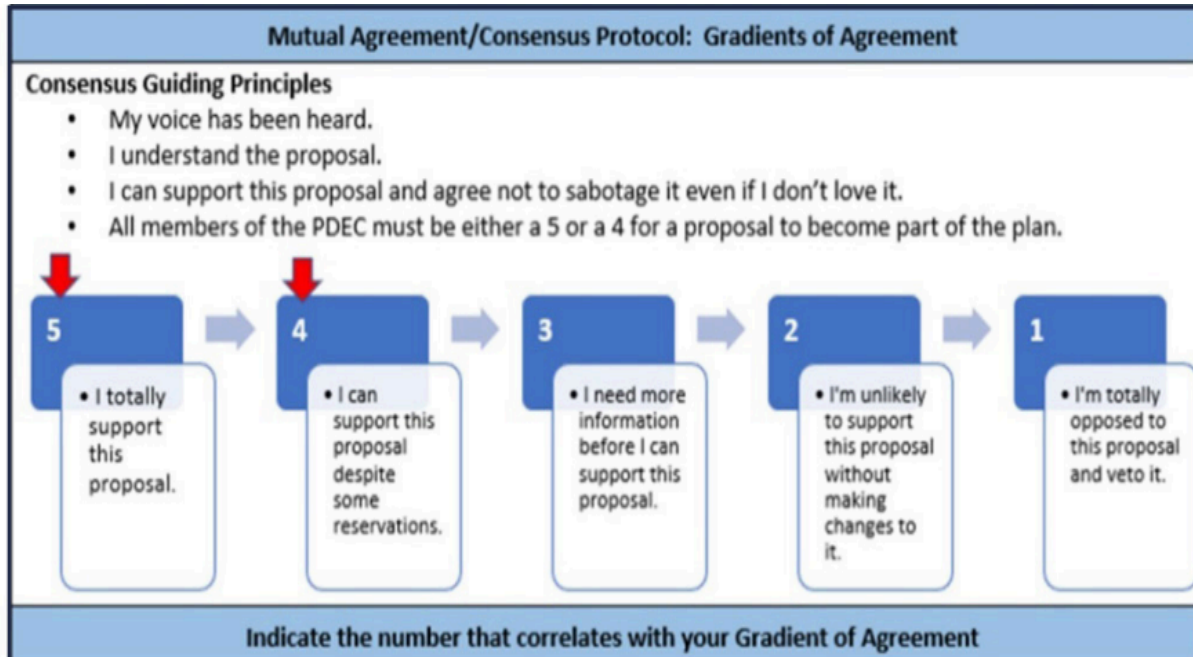
Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice	•Required observational evidence •Required student learning evidence aligned to high-leverage indicator focus

•Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goals/strategy focus. **Impact on Students** •Educators can demonstrate how they positively impacted student learning within the continuous learning process using examples and can articulate connections/rationale between the improved learning and their changes in practice.	•Implementation plans/lesson plan(s) •Educator learning logs/impact on practice reflection • Educator-created learning materials •Evidence from Observation of Educator Practice •Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communication, etc. •Educator and /or student self-reflection •Student learning artifacts •Mastery-based demonstrations of achievement •Observational evidence of students' words, actions, and interactions (including quotations when appropriate) •Rubrics, interim or benchmark assessments, other assessments •Other artifacts/sources

Appendix L: General Glossary – Teacher

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching an agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus, no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means the whole group must work hard to find win-win solutions that address everyone's needs.

Mutual Agreement/Consensus Protocol: Gradients of Agreement

Consensus Guiding Principles
- My voice has been heard.
- I understand the proposal.
- I can support this proposal and agree not to sabotage it even if I don't love it.
- All members of the PDEC must be either a 5 or a 4 for a proposal to become part of the plan.

5	4	3	2	1
• I totally support this proposal.	• I can support this proposal despite some reservations.	• I need more information before I can support this proposal.	• I'm unlikely to support this proposal without making changes to it.	• I'm totally opposed to this proposal and veto it.

Indicate the number that correlates with your Gradient of Agreement

From Consensus decision making. Seeds for Change. (n.d.).

https://www.seedsforchange.org.uk/consensus

Continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework • Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive

bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

Check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time, including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and discuss the next steps in one's learning.

Community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district. It often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

Dispute resolution: A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, the professional learning plan, or other outcomes of the evaluation process.

Evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

Feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality Feedback:

> • Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)

- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

Formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes pre- and post-conference and results in a written evaluation within five school days.

Goals and standards: Goals and standards should be based on an evidence-based, high-leverage strategy or practice aligned with professional practice standards and consistent with the district's goals. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

Growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

High leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services

director, and department chair. This is not an exhaustive list, but rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

Multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

Mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

Organizational health: Organizational health in schools and districts determines how well the whole school system functions. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision-maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

Professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities grounded in the most needed and effective evidence. See also Appendix M, Glossary of Professional Learning Opportunities.

Examples of Observation of Professional Practice Include, but are not limited to:
Classroom Observation
Classroom Mini Observations ((10 minutes per visit) in the classroom 3x in a 5-10 day period)
IEP Meeting
Leading Professional Development
Team Meeting
Coaching Teachers
Counseling Students
Restorative Meeting
On Track Conferences
Parent Conferences
Grade Level Meeting

Department Meeting

School-WideTeams

TEAM Mentor Meeting

School Governance Council

District Leadership Team

* This is not an exhaustive list

Review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

Rubric: A rubric is a systematic and standardized tool designed as a continuum and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

Single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

Student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

Tiered support:

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal-setting process.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, time duration, and success criteria and may include a decision to move to a Corrective Support Plan.

Appendix M: Glossary of Professional Learning Opportunities – Educator

High-quality professional learning enhances both educator practice and outcomes for each and every student. High-quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

Advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

Case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining the next steps, i.e., IEP review or attendance records.

Coaching: A process based on trust in which professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas, teach one another, conduct classroom research, or solve problems.

Examination of student work: Individuals or groups of educators review work samples from various students. They identify strengths and areas for improvement and design instructional plans as a result of the examination.

Job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

• Examining student data

- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

Lesson study: Groups of teachers plan a lesson, observe one present the lesson, and then reflect on it afterward.

Mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

Peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

Personal, professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

Professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

Protocols: A rule-based learning tool. Often implemented to aid in new learning for groups or individuals. It may include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

School visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

Student shadow: Follow a particular student during the academic day for a designated time for a particular identified purpose, i.e., engagement.

Walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.]

Web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

Workshops: Meetings where participants are involved in group discussions or learning experiences and are generally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. It may take place at school or outside.

Appendix N: Continuous Learning Process – Educator

Educator Goal Setting Form

Beginning of the Year Goals & Planning	
Self Reflection *Completed by Educator* *See Self-Reflection sample reflection questions*	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types*	Click or tap here to enter text.
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Based on your analysis above, what is/are your goal(s)?	Click or tap here to enter text.
What evidence of student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	Click or tap here to enter text.

What evidence of educator learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Goal Setting Conference

Completed by Evaluator (By November 1)

Date

Notes: Click or tap here to enter text.

[Educator Observation Form](#)

[Educator Mid-year Check-in Form](#)

[Educator Goal Setting Form](#)

[Educator End-of-Year Conference Form](#)

Appendix O: Observation Forms–Educator

Educator Evaluation Observation - Required	
Name:	**Time/Location:**
Grade/Role:	**Discipline/Focus:**
- Cohort 1 (Pre/Post-Conference Required) - Cohort 2 (Post-Conference Required) - Additional Observation of Professional Practice(Pre/Post-Conference Optional)	
Pre-Observation Completed by the Educator (as needed/required)	
Lesson Plan/Meeting Plan	Upload and provide a hyperlink here
Pre-Conference Notes include the competency focus for the observation.	
Observation Evidence Completed by the Evaluator	
Post-Observation Reflection Completed by the Evaluator	
What worked, and how do you know?	

What didn't work, and how do you know?	
What have you learned (about your practice and your learners based on what evidence), and how will you apply that learning in the future?	

Post-Observation Conference Feedback Completed by the Evaluator		
Evidence of Strengths/Commendations	**Evidence of Growth/Recommendations**	
Successful Completion of Observation	☐ Yes	☐No
Supports Required/Suggested Are tiered supports required above and beyond tier 1 (included in feedback above)? ☐ Not applicable ☐Tier 2 ☐Tier 3	If Tier 2 and/or Tier 3, please specify strategies: ● Click or tap here to enter text.	

Appendix P: Sample Corrective Support Plan-Educator

(**Sample)**

Educator A has consistently struggled with classroom management. The evaluator has provided tired support throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a corrective support plan. This plan will be implemented with union, admin and educator input and mutually agreed upon.

Objective:

To improve classroom management practices in order to enhance a positive learning environment (CCT-1A) to support learning.

(suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss "The First Six Weeks of School "-- Center for Responsive Classroom with the evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for the successful completion of this plan.

Supportive Actions:

- All resources will be made available.
- Timely feedback in person and in writing (weekly meetings)
- As appropriate, management of access to learning opportunities in and out of the building.
- Modeling of effective classroom management strategies.
- Weekly meetings with progress reporting from Teacher A and written feedback from the evaluator (depending upon the need for a plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ this year. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the educator being evaluated and supported on the Corrective Support Plan.

- Mentor

- Coach
- Reading as Appropriate
- Observations

Timeframes:

- (Length of the Corrective Support Plan–typically six to eight weeks in length
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of the plan.

Supportive Actions (suggested Actions):

- Weekly, biweekly meetings with progress reporting from Educator A and written feedback from the evaluator (dependent upon the need for a plan)
- All resources made available
- Timely feedback in person and in writing
- Management of access to learning opportunities in and out of the building, as appropriate.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
DISPUTE RESOLUTION/APPEALS PROCESS

I. Purpose

The purpose of this dispute resolution procedure shall be to find equitable solutions to disagreements between an evaluator and an evaluatee with regard to mutually agreed upon objective(s), the evaluation period, feedback, or the professional development plan.

Regardless of the level of dispute resolution, the educator has the right to submit a written rebuttal which will be placed in the permanent file.

The educator shall be entitled to union representation at all levels of this process.

II. Time Limits

1. Since it is important that the dispute resolution be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum.

2. Days shall mean school days. Both parties may agree, however, to meet during the summer break at mutually agreeable dates.

3. If an educator or an evaluator does not initiate the dispute resolution process within five (5) days of the objective-setting conference, both will have waived the right to a dispute resolution.

4. Failure at any step of the dispute resolution to proceed to the next step of the dispute resolution process within the specified time shall be deemed to be acceptance of the decision rendered at that step.

III. Steps

1. To initiate the dispute resolution process, the evaluator or evaluator will file the Dispute Resolution/Appeal form within five (5) days of the objective-setting conference.

2. Within three (3) days of the initiation of the dispute resolution, the evaluatee and evaluator will meet and discuss the matter with the goal of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

3. If there has been no resolution at this point, within three (3) school days of the informal meeting, each party will appoint one member from the Meriden Professional Development and Evaluation Committee to a Dispute Resolution Committee. The third person to the Dispute Resolution Committee will be the Associate Superintendent. The Committee will have access to the evaluatee, the evaluator, and all pertinent documents.

4. The Dispute Resolution Committee will meet within five (5) school days of appointment.

5. Within three (3) school days, the Dispute Resolution Committee will render a decision.

6. Should the Dispute Resolution Committee fail to render a decision, the Superintendent may make a determination regarding the issue.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN

DISPUTE RESOLUTION/APPEAL FORM

This form must be filed within five (5) school days of the conference or meeting.

_____ _____ _____
       Educator   **School**   **Date**

The purpose of this appeals procedure shall be to find equitable solutions to disagreements between an evaluatee and an evaluator with regard to mutually agreed upon objectives, the evaluation period, feedback, or the professional development plan.

I. The undersigned educator disagrees and requests an informal meeting within (3) days regarding:

     _____ Mutually Agreed Upon Objectives

     _____ Evaluation Process

     _____ Feedback

     _____ Professional Development Plan

II. At the informal meeting to discuss the matter, the undersigned parties:

     _____ Informally resolved the matter

     _____ Request an appeal to the Dispute Resolution Committee (within three days of meeting)

          Dispute Resolution Committee must meet within (5) school days of appointment

SPECIFIC NATURE OF DISAGREEMENT:_____

_____

ATTEMPTS TO RESOLVE THE DISAGREEMENT TO DATE: _____

_____

Please attach any other documentation needed to communicate your position. Signing this document verifies that you are in agreement to enter into a Dispute Resolution process but not necessarily that you agree with the content of the appeal form.

_____   _____
Evaluator's Signature   Educator's Signature

_____   _____

Date   Date

Meriden Public Schools

Here, Students Succeed

Leader Evaluation and Development Plan

Revised 2023-2024

Introduction

An excellent education for our students begins with excellent school leaders and teachers.One of the single most impactful factors in a student's educational experience is access to highly skilled

educators. This document outlines a professional development and evaluation plan for all certified leaders employed by the Meriden Public Schools. This plan was developed collaboratively with input from faculty, administrators, Education Association of Meriden representation, and the Administrators Bargaining Unit through the Professional Development and Evaluation Committee (PDEC). The resulting document is aligned with the Connecticut Guidelines for Leader Evaluation.

Professional Development and Evaluation Committee Members:

Mark Benigni, Ed.D- Superintendent
Barbara Haeffner - Assistant Superintendent for Teaching and Innovation
Louis Bronk - Assistant Superintendent for Personnel and Talent Development
Lysette Torres, Ed. D- MAA President, Director of Multilingual Education, Equity, and Instruction
Lauren Mancini-Averitt - MFT President, Teacher
Daniel Crispino - Director of School Leadership - Elementary
Gustavo Viteri - Special Education Supervisor
Geoffrey Kenyon- Assistant Principal
James Flynn - Middle School Principal
Janice Pina - Midlle School Assistant Principal
Gail Kelly - Elementary School Principal
Jennifer Straub - PDEC Co- Chair, High School Principal
Amy Bishop - PDEC Co-Chair, Teacher
Colleen May - Teacher
Krista Vermeal - Teacher
Gary Maratea - Teacher
Catherine Ragozzino - Teacher
Susan Chenard- Para-Professional

Vision

All Meriden Public School leaders will have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader evaluation and support system so that all students experience growth and success.

Purpose and Rationale of the Plan

Meriden Public Schools is dedicated to providing students with a high quality education that prepares them for college and career. In achieving this goal, Leaders are focused on student learning outcomes. The Meriden Leader Evaluation and Development Plan provides administrators with opportunities for reflection, growth, and dialogue focused on supporting our learners. Additionally, we recognize that Leaders are lifelong learners who seek recognition for their accomplishments.

Core Design Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

The following principles guided the design of the Leader Evaluation and Development Plan:

1. **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assi*stant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
2. **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps).*
3. **Focus on things that matter** *(identify high leverage goal focus areas).*
4. **Connect to best practices aimed at the development of the whole child** *(including, but not limited to, academic, social, emotional, and physical development).*
5. **Focus on leader growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*
6. **Meaningful connections to professional learning** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
7. **Specific, timely, accurate, actionable, and reciprocal feedback.**

Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance

personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework.

While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and

collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

Leader Continuous Learning Process

Evaluation Orientation- Completed prior to the start of the Continuous
Learning Process

Orientation on the leader evaluation and support process shall take place prior to the start of
the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and
providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1):

Leaders and their evaluators mutually agree upon a high leverage professional practice one, two, or
three-year goal(s) and develop a plan for professional learning and support that is consistent with the
Professional Standards for Educational Leaders.

This is a process of feedback, reflection, goal setting, opportunities for professional learning,
observations by an evaluator, and collection of multiple measures of leader growth, educator growth,
and impact on student learning, growth, and achievement. Within this process, the leader
collaborates in a learning partnership with their evaluator. The continuous learning process begins
with dialogue around leaders' self-reflection (based on review of evidence and practice) to the
identified rubric while collecting and analyzing evidence to identify and support an area for leader
practice, educator and student outcomes, and organizational growth.

The leader will:
- Self-assess using the identified rubric.

- ○ Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- ○ Identify an individual or a collaborative goal.
- ○ Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by the Last Day of School):

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process. All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement (see appendix B).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1 **Who:** ● New to leadership role (e.g. principal from assistant principal etc.; first two years) ● New to LEA (first two years) **What:**	**Cohort 2** **Who:** ● Leaders who have successfully completed Cohort 1 in their current LEA **What:** ● Two observations of professional practice and/or site visits

<table><tr><td>● Two observations of professional practice and/or site visits ● Feedback written and verbal within five school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</td><td>● Feedback written and verbal within five school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</td></tr></table>

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice: ● The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** ● The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice. **Impact on Community** ● The leader can demonstrate how they worked effectively with colleagues/ families/community.	● Information from site visits ● Strategic plans ● Learning walk/instructional rounds ● Self-reflection (e.g., journals, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation ● Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical

| | development) |
| | • Systems and structures |

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented (see Appendix F).

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen

pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:
- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

See Appendix G for a Corrective Support Plan form.

Dispute Resolution

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

I. Purpose

The purpose of this dispute resolution procedure shall be to find equitable solutions to disagreements between an evaluator and an evaluatee with regard to mutually agreed upon objective(s), the evaluation period, feedback, or the professional development plan.

Regardless of the level of dispute resolution, the educator has the right to submit a written rebuttal will be placed in the permanent file.

The educator shall be entitled to union representation at all levels of this process.

II. Time Limits

1. Since it is important that the dispute resolution be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum.

2. Days shall mean school days. Both parties may agree, however, to meet during the summer break at mutually agreeable dates.

3. If an educator or an evaluator does not initiate the dispute resolution process within five (5) days of the objective-setting conference, both will have waived the right to a dispute resolution.

4. Failure at any step of the dispute resolution to proceed to the next step of the dispute resolution process within the specified time shall be deemed to be acceptance of the decision rendered at that step.

III. Steps

1. To initiate the dispute resolution process, the evaluator or evaluatee will file the Dispute Resolution/Appeal form within five (5) days of the objective-setting conference.

2. Within three (3) days of the initiation of the dispute resolution, the evaluatee and evaluator will meet and discuss the matter with the goal of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

3. If there has been no resolution at this point, within three (3) school days of the informal meeting, each party will appoint one member from the Meriden Professional Development and Evaluation Committee to a Dispute Resolution Committee. The third person to the Dispute Resolution Committee will be the Assistant Superintendent. The Committee will have access to the evaluatee, the evaluator, and all pertinent documents.

4. The Dispute Resolution Committee will meet within five (5) school days of appointment.

5. Within three (3) school days, the Dispute Resolution Committee will render a decision.

6. Should the Dispute Resolution Committee fail to render a decision, the Superintendent may make a determination regarding the issue.

Appendix A: Professional Standards for Educational Leaders

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▶ Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Appendix B: Administrator Goal Setting Form

Name:
Role:
Evaluator:
Date:

Administrator Evaluation Orientation

Select One:	Select One:	Select One:
☐ Cohort 1: New leader role or first two years in LEA ☐ Cohort 2: Four years in LEA	☐ Individual Goal ☐ Collaborative Goal	☐ 1-Year ☐ 2-Year

Student Learning Objectives

Self-Reflection:	
Goal: What is/are your goal(s). Include a rationale for the length of the goal and who you are collaborating with if it is a collaboration goal. For 2 and 3 year goals, what might be the potential focus in years 2 and 3?	
Evidence: What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?	
Alignment: In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Strategies:	

Goal Setting Conference:

Date:	
Notes:	
Support and PD necessary:	

Appendix C: Administrator Mid-Year Check-in Form

Name:
Role:
Evaluator:

Administrator Evaluation Orientation

Select One:	Select One:	Select One:
☐ <u>Cohort 1</u>: New leader role or first two years in LEA ☐ <u>Cohort 2</u>: Four years in LEA	☐ Individual Goal ☐ Collaborative Goal	☐ 1-Year ☐ 2-Year ☐ 3-Year

Reflection on Goals:

Goal: What is/are your goal(s). Include a rationale for the length of the goal and who you are collaborating with if it is a collaboration goal. For 2 and 3 year goals, what might be the potential focus in years 2 and 3?	
Self-Reflection: What has been your progress to date? What are your next steps?	
Evidence: Link any evidence you have of your progress/	

Mid-Year Conference:

Date:	
Evaluator Notes:	
Support and PD necessary:	

Appendix D: Administrator End of Year Summative Reflection Form

Name:
Role:
Evaluator:
Date:

Select One:	Select One:	Select One:
☐ <u>Cohort 1</u>: New leader role or first two years in LEA ☐ <u>Cohort 2</u>: Four years in LEA	☐ Individual Goal ☐ Collaborative Goal	☐ 1-Year ☐ 2-Year ☐ 3-Year
Goal(s):		

Administrator Self-Evaluation:

Self-Reflection:	Response:
What impact did your new learning have on your practice/goal(s) and how do you know? **What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?** **What challenges did you encounter and what are your next steps with your professional learning?**	
Links to Evidence:	

Evaluator End of Year Summative Feedback:

Development of goals and impact on leadership practice related to goal(s):	
Impact of new learning and leadership practice on key partners and organizational outcomes:	
Impact of new learning on greater community:	
Successful Completion of the	☐ **Yes**

Evaluative Cycle	☐ **No**	
Supports Required/Suggested:		☐ **Tier 1** ☐ **Tier 2** ☐ **Tier 3**
For multi-year goals only: • What adjustments are needed to the goal(s)? Why? • How might adjustments impact the timing of the goal(s)?		☐ **Leader will continue multi-year goal** ☐ **Leader will adjust multi-year goal** ☐ **Leader completed multi-year goal**

_____   _____
Administrator Signature   **Date**

_____   _____
Evaluator Signature   **Date**

Appendix E: Administrator Observation/Site Visit Form

Name:
Role:
Evaluator:
Date:

☐ Cohort 1: New leader role or first two years in LEA
☐ Cohort 2: Four years in LEA

Post-Observation/Visit: *Completed by the Administrator*	
Meeting Plan and/or Context:	
Pre-Conference Notes:	
Observation/Site Visit Evidence/Script: *Completed by the Evaluator*	
Post-Observation/Visit Reflection: *Completed by the Leader*	
What does today's evidence tell you? **Are their patterns, trends, or outliers?** **How will our collaborative reflection help you move forward and apply your learning in your next steps?**	

Post-Observation/Visit Conference Feedback: *Completed by the Evaluator*		
Areas of Strength:	**CCL Standard/Indicator**	**Next Steps:**
Areas for Growth:	**CCL Standard/Indicator**	**Next Steps:**

Appendix F: Administrator Tiered Support Documentation

Administrator:

Role:

Evaluator:
Date:

Identification of Concerns:

Tiered Support Level Definition:	PD/Support Measures Provided:	Dates:
Tier 1: It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.		
Tier 2: Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.		
Tier 3: Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.		

Appendix G: Administrator Corrective Action Form

Administrator:
Role:
Evaluator:
Date:

Summary of Concerns and link to tiered support documentation:

Objective:		
Resources:		
Timeframes: **(typically 6-8 weeks)**		
Supportive Actions:	*Actions:*	*Person Responsible:*

Notes: